

3 rd grade: Aligned with Literacy Lesson 16		
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary Conflicts in History		Activities/Materials/Resources
<p>Essential Question How does conflict lead to change? How are conflicts created and resolved?</p> <p>Guiding Question:</p> <ol style="list-style-type: none"> 1. What are some ways that you can make a difference in the world? 2. How were the two Bobbies able to survive on the streets of New Orleans? 3. What was the quality of life for the two Bobbies as they fought to survive on the streets of New Orleans? 		<p>Weekly Correlated Lessons: Journeys Unit 4 Lesson 16 T29-36 Journeys Unit 4 Lesson 16 T50-51 CLLG pp 70-71—Author's Purpose/Main Idea and Details</p> <p><u>Detailed Description of Lesson 16</u>—Use to teach this week's lessons. All links to resources included on lesson. Save to computer for easy access.</p> <p>The Two Bobbies http://www.youtube.com/watch?v=lqLxtHR6x70 This is an actual news story about the two Bobbies</p>
Social Studies Focus :	Literacy Focus:	<p>Lesson Plan Two Bobbies http://learningtogive.org/teachers/literature_guides/TwoBobbies.asp</p> <p><i>The Old Woman Who Named Things</i> <i>When I Was Young in the Mountains</i> <u>When I Was Young in the Mountains Powerpoint</u> Practice Book Volume 2 page 3</p> <p><u>http://www.storylineonline.net/hatch/fullscreen_yt.html</u></p> <p>In preparation for the writing assignment and next week, discuss the following: Do people sometimes have to make sacrifices in order to make the world a better place to live?</p>
Making a Difference in the World	<p>Skill: Main Idea & Details Strategy: Monitor/Clarify Genre: Informational Text Writing: Informative Technical</p>	
Writing:	Vocabulary :	
Write an email, letter or memo to another person outlining a plan of what you would like to do to make a difference in the world. Ask them for their help and explain what you would like for them to do.	<p>Survival Hurricane Katrina</p>	

ASSESSMENT: After reading the story of The Two Bobbies and/or listening to the video clip, have students write what they think the author's purpose was. Email/letter/memo—What you would like to do to make a difference in the world.	Notes:
STANDARDS Social Studies C.5.3.2 Describe how citizens contribute to the improvement of a community. H.6.3.6 Recognize individuals who contributed to the common good of society. Common Core: Reading RI.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.5 Use text features & search tools relevant to a given topic. RI.3.7 Use information gained from illustrations & words in a text to demonstrate understanding of text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. Writing W.3.1a Introduce the topic or text they are writing about, state an opinion & create an organizational structure that lists reasons. W.3.1b Provide reasons that support opinion W.3.2 Write informative/explanatory texts to examine a topic & convey ideas & information clearly. W.3.2d Provide a concluding statement or section. W.3.2a Introduce a topic & group related information together, include illustrations when useful to comprehension. W.3.2b Develop the topic with facts, definitions, and details. Listening/Speaking SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.	

3 rd grade: Aligned with Literacy Lesson 17			
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary Conflicts in History		Activities/Materials/Resources	
<p>Essential Question What is freedom? Is it worth risking your life for freedom? How does conflict lead to change?</p> <p>Guiding Question:</p> <ol style="list-style-type: none"> 1. What was life like for a slave? 2. What were the most significant conflicts between the North and South in 1860? 		<p>Weekly Correlated Lessons: Journeys Unit 4 Lesson 17 CLLG Page 72-73—Conclusions</p> <p>Word Wall Activity—Have student use the graphic organize to record words they know that relate to slavery. Each week they can add words that relate to the topic for that week and the theme of the unit “Conflicts in History”.</p> <p>Detailed Description of Lesson 17 Use to teach this week’s lessons. All links to resources included on lesson. Save to your desktop on your computer for easy access.</p>	
Social Studies Focus:	Literacy Focus:	<p>The following three books can also be used to supplement the reading from Journeys. <i>Henry’s Freedom Box</i> http://teacher.scholastic.com/activities/bhistory/underground_railroad/primary_sources.htm <i>(Primary Source Image of Henry Brown)</i> <i>Sweet Clara and the Freedom Quilt</i> <i>Working Cotton</i></p>	
Slavery	<p>Skill: Conclusions Strategy: Visualize Genre: Informational Text Writing: Informational Technical</p>		
Writing:	Vocabulary :		
<p>Union/Confederate States Provide students with blank U.S. map. Have them color in Union, Confederate, and Union States that Permitted Slavery. Have them make a</p>	<p>Abolitionist Slaveholders Freedom Free States</p>		
		<p>http://teacher.scholastic.com/activities/bhistory/underground_railroad/story_slavery.htm Scholastic Life in Slavery</p> <p>http://www.awesomestories.com/biographies/frederick-douglass/story-preface Frederick Douglass: From Slave to Leader</p> <p>http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm (Compare two Worlds) Use with Writing Assignment.</p>	

map key. Show the other maps on the website and discuss Questions to Think About.		Runaway Slave Posters (If you use this as a resource, you will need to discuss the language used in the posters and explain the terminology reflected the time period.
ASSESSMENT:		http://teacher.scholastic.com/activities/bhistory/underground_railroad/primary_source.s.htm (Primary Sources-- Period photographs, illustrations, and news articles documenting the people and events of the Civil War-era help to illustrate the stories and facts surrounding slavery and the movement to end it.
After reading about Fannie Moore, have students put themselves in Fannie's shoes. Ask them to write about what they think is the hardest thing about being a slave. They must include details from things they learned this week.		Notes:
http://teacher.scholastic.com/activities/bhistory/underground_railroad/children.htm		
STANDARDS		
Social Studies		
H.6.3.6 Recognize individuals who contributed to the common good of society.		
H.6.3.7 Analyze a <i>timeline</i> that illustrates selected historical events.		
H.6.3.8 Compare <i>artifacts</i> from events in various periods of history.		
G.1.3.12 Utilize the map legend/key to interpret physical maps.		
G.1.3.13 Locate places on contemporary maps using cardinal and intermediate directions, map scales, legends, and titles.		
Common Core:		
RI.3.17 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.		
RI.3.12 Determine the main idea of a text; recount the key details & explain how they support the main idea.		
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
RI.3.5 Use text features & search tools to locate information relevant to a given topic efficiently.		
RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.		
RI.3.3 Describe the relationship between a series of historical events or steps in technical procedures in a text, using language that pertains to the time, sequence, and cause/effect.		
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.		
Writing		
W.3.1a Introduce the topic or text they are writing about, state an opinion & create an organizational structure that lists reasons.		
W.3.1b Provide reasons that support opinion		
W.3.2 Write informative/explanatory texts to examine a topic & convey ideas & information clearly.		
W.3.2d Provide a concluding statement or section.		
W.3.2a Introduce a topic & group related information together, include illustrations when useful to comprehension.		

W3.2b Develop the topic with facts, definitions, and details.

Listening/Speaking

SL3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.

3 rd grade: Aligned with Literacy Lesson 18		
Week Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Essential Question What is freedom? Is it worth risking your life for freedom? How are conflicts created and resolved? Guiding Question: <ol style="list-style-type: none"> 1. What was the Underground Railroad? 2. Why did many people place themselves in danger & make sacrifices for people they did not know? 3. What conditions led many slaves to risk their lives to flee slavery? 4. What struggles did they encounter to obtain freedom? 5. Who was Harriet Tubman? 		Weekly Correlated Lessons: Journeys Unit 4 Lesson 18 T pp 202-214 CLLG pp 74-75—Text and Graphic Features/Informational Text/Poetry Detailed Description of Lesson 18 Use to teach this week's lessons. All links to resources included on lesson. Save to desktop on computer for easy access. http://teacher.scholastic.com/activities/bhistory/underground_railroad/myths.htm Myths of the Underground Railroad (Use to introduce Underground Railroad) http://www.scholastic.com/teachers/lesson-plan/teacher-activity-guide-underground-railroad (Scholastic Underground Railroad Teacher's Guide---Includes all segments of the lessons and activities for reference. http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm <ul style="list-style-type: none"> • Harriet Tubman Segment Taken from Scholastic Underground Railroad Site) http://ec2-50-16-227-110.compute-1.amazonaws.com/wned/underground-railroad/media/store/page-media/underground-railroad/26/Lesson_HiddenMessages.pdf <ul style="list-style-type: none"> • Lesson plan that discusses the hidden messages in slave spirituals http://www.youtube.com/watch?v=eOpp9eUYWEM <ul style="list-style-type: none"> • <i>The Underground Railroad: The William Still Story</i> Word Wall Activity
Social Studies Focus :	Literacy Focus:	
Slavery Underground Railroad Harriet Tubman	Skill: Text and Graphic Features Strategy: Question Genre: Informational Text & Poetry Writing: Narrative: Imaginative	
Writing:	Vocabulary :	
Diary Entry Follow directions under assessment.	Underground Railroad Fugitive Conductor Slave Law North Star Abolitionist	

	Freedom	<p>The following books can also be used as a read aloud as students learn about Harriet Tubman.</p> <p><i>Aunt Harriet's Underground Railroad"</i> <i>A Picture Book of Harriet Tubman"</i> <i>Moses: When Harriet Tubman Lead Her People To Freedom</i></p> <p>Notes:</p>
ASSESSMENT:		
<p>Pretend you are a "way station" on the Underground Railroad and consider answering the following questions: Why would you risk your family to help strangers? What would happen to you if you were caught? How would you hide the runaway slaves? How would you help the slaves move on to the next safe house? This is a narrative supported with facts. Be sure to include the following:</p> <ol style="list-style-type: none">1. Two facts about why you help runaway slaves.2. Two facts about what would happen to you if you got caught with runaways.3. Three facts about the physical condition of the runaways when they arrive.4. Three ways you help the slaves once they are in your house.5. A plan about how you will move them to the next safe house. <p>Write your own coded letter. Refer to Detailed Lesson for directions and link to site.</p>		
STANDARDS		
<p>Social Studies</p> <p>H.6.3.6 Recognize individuals who contributed to the common good of society.</p> <p>H.6.3.7 Analyze a <i>timeline</i> that illustrates selected historical events.</p> <p>H.6.3.8 Compare <i>artifacts</i> from events in various periods of history.</p> <p>G.1.3.12 Utilize the map legend/key to interpret physical maps.</p> <p>G.1.3.13 Locate places on contemporary maps using cardinal and intermediate directions, map scales, legends, and titles.</p> <p>Common Core:</p> <p>RI3.12 Determine the main idea of a text; recount the key details & explain how they support the main idea.</p>		

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.3 Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect.
RI.3.5 Use text features & search tools to locate information relevant to a given topic efficiently.
RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
RI.3.8 Describe characters in a story and explain how their actions contribute to the sequence of events.
RI.3.9 Describe the relationship between a series of historical events or steps in technical procedures in a text, using language that pertains to the time, sequence, and cause/effect.
RI.3.10 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.

Writing

W.3.1a Introduce the topic or text they are writing about, state an opinion & create an organizational structure that lists reasons.
W.3.1b Provide reasons that support opinion
W.3.2 Write informative/explanatory texts to examine a topic & convey ideas & information clearly.
W.3.2d Provide a concluding statement or section.
W.3.2a Introduce a topic & group related information together, include illustrations when useful to comprehension.
W.3.2b Develop the topic with facts, definitions, and details.

Listening/Speaking

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.

3 rd grade: Aligned with Literacy Lesson 19		
Week Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<p>Essential Question What is freedom? Is it worth risking your life for freedom? How does conflict lead to change? Guiding Question: 1. What was the Underground Railroad? 2. Why did many people place themselves in danger & make sacrifices for people they did not know? 3. What conditions led many slaves to risk their lives to flee slavery? 4. What struggles did they encounter to obtain freedom? 5. Who was Harriet Tubman?</p>		<p>Weekly Correlated Lessons: CLLG pages 76-77—Cause and Effect <i>Barefoot: Escape on the Underground Railroad</i> Detailed Description of Lesson 19 (All links to resources and day by day lesson plan format provided)</p> <p>http://www.scholastic.com/teachers/lesson-plan/teacher-activity-guide-underground-railroad (Scholastic Underground Railroad Teacher's Guide---Includes all segments of the lessons and activities for reference.</p>
Social Studies Focus :	Literacy Focus:	
Slavery Freedom Underground Railroad Harriet Tubman	Skill: Cause and Effect Strategy: Summarize Genre: Fantasy/Myth Writing: Narrative: Imaginative	<p>http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1 (National Geographic Interactive Activity)</p>
Writing:	Vocabulary :	
Imagine the year 1870. You were once a slave who escaped the Underground Railroad. You have been asked to share the story of your courageous Journey and to describe the brave people who helped	Underground Railroad Fugitive Conductor Slave Law North Star Abolitionist Freedom	<p>http://teacher.scholastic.com/activities/bhistory/underground_railroad/tell_story.asp http://www.storylineonline.net/</p> <ul style="list-style-type: none">Brave Irene—Read by Al Gore (Access from story index on the website) You can also use get a copy of the book to use. If you can access from storyline website, you can use the following you tube link: http://www.youtube.com/watch?v=loOFL_Gz_C4Bookpals Storyline Related Activities <p>Tell the Story Writing Activity—Provides support for the week’s Writing. Word Wall Activity</p>

you along the way. Day 5 of lesson gives questions to help guide the story		Notes: Download Lesson 19 to desktop for easy access to daily lessons and all resource links.
ASSESSMENT:		
From what you have learned the last two weeks, how would you define freedom? If you had lived in the 1800’s as a slave would you have risked your life for freedom? Why or why not?		
STANDARDS		
Social Studies H.6.3.6 Recognize individuals who contributed to the common good of society. H.6.3.7 Analyze a <i>timeline</i> that illustrates selected historical events. H.6.3.8 Compare <i>artifacts</i> from events in various periods of history. G.1.3.12 Utilize the map legend/key to interpret physical maps. G.1.3.13 Locate places on contemporary maps using cardinal and intermediate directions, map scales, legends, and titles.		
Common Core: RI.3.2 Determine the main idea of a text; recount the key details & explain how they support the main idea. RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. RI.3.5 Use text features & search tools to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. RI.3.3 Describe the relationship between a series of historical events or steps in technical procedures in a text, using language that pertains to the time, sequence, and cause/effect. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.		
Writing W.3.1a Introduce the topic or text they are writing about, state an opinion & create an organizational structure that lists reasons. W.3.1b Provide reasons that support opinion W.3.2 Write informative/explanatory texts to examine a topic & convey ideas & information clearly. W.3.2d Provide a concluding statement or section. W.3.2a Introduce a topic & group related information together, include illustrations when useful to comprehension. W.3.2b Develop the topic with facts, definitions, and details.		
Listening/Speaking SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas & expressing their own clearly.		

3 rd grade: Aligned with Literacy Lesson 20		
Week Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Essential Question What is freedom? Is it worth risking your life for freedom? How does conflict lead to change? Can one person make a difference? Guiding Question: <ol style="list-style-type: none"> 1. What was the Emancipation Proclamation and why was it significant? 2. Did the concept of freedom change for African Americans after the Emancipation Proclamation? Give examples of how it did or did not. 3. What individuals in history have contributed to the Civil Rights movement and the common good of society? 4. What did the Civil War have to do with freedom? 		Weekly Correlated Lessons: CLLG Lesson 20 MINILESSON Main Ideas and Details p. 20 Use story on Rosa Parks to complete the lesson on Main Idea and Details Detailed Description of Lesson 20 (All links to resources and day by day lesson plan format provided) Notes: Download Lesson 20 to desktop for easy access to daily lessons and all resource links. Interview Rosa Parks with audio clips. http://www.achievement.org/autodoc/page/par0int-1
Social Studies Focus :	Literacy Focus:	
Civil Rights Movement Emancipation Proclamation	Skill: Main Idea & Details Strategy: Infer/Predict Genre: Myth Writing: Narrative: Imaginative Editing/Revising/Publishing	
Writing:	Vocabulary :	
Imagine yourself in Rosa Park's shoes. Think about being in a situation in which you are fighting to change the way things have always been. Imagine being the first to do something very hard — so hard most people wouldn't even try. Tell	Emancipation Proclamation Abraham Lincoln Rosa Parks Civil Rights Movement Martin Luther King Bus Boycott Civil War Common Good of Society	

<p>what it is you might change, why you feel it is important to change the situation, how you would go about changing it. Finally, describe the consequences you might face from changing this situation.</p>		
ASSESSMENT:		
Use reading selections and trade books on this week's topics to determine main idea and details about the content.		
STANDARDS		
<p>Social Studies C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity) H.6.3.5 Discuss the meaning of civil war. H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, Cesar Chavez) H.6.3.7 Analyze a timeline that illustrates selected historical events. H.6.3.8 Compare artifacts from events in various periods of history.</p> <p>Common Core: RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details & explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. RI.3.5 Use text features & search tools to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Writing: W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		

3 rd grade: Aligned with Literacy Lesson 21		
Week Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<p>Essential Question What is worth standing up for? How does conflict lead to change? Can one person make a difference?</p> <p>Guiding Question:</p> <ol style="list-style-type: none"> 1. How did the actions of Ruby Bridges and her family shape history? 2. How does the United States Constitution protect an individual's right to equality under the law? 3. What are civil rights? 		<p>Weekly Correlated Lessons: CLLG Lesson 21 MINILESSON Story Structure p. 80 Use White Socks Only by Evelyn Coleman from Day 2 Lesson 21 to teach or reinforce Story Structure http://www.youtube.com/StorylineOnline White Socks Only Video Read Aloud of Story White Socks Only Related Activities</p> <p>Detailed Description of Lesson 21 (All links to resources and day by day lesson plan format provided)</p>
Social Studies Focus :	Literacy Focus:	<p>Ruby Bridges Lesson Plan (Use to introduce Ruby Bridges and words that best describe her. Use to discuss the effects of differences on our lives and the meaning of equality.)</p> <p>Teaching Empathy: The Story of Ruby Bridges Lesson Plan (Use for the writing assignment)</p> <p>Ruby Bridges Graphic Notes</p> <p>Additional Resources: The Story of Ruby Bridges by Robert Coles Prereading Questions The Story of Ruby Bridges Transcript Interview with Ruby Bridges New Orleans Magazine Ruby Bridges Ruby Bridges' Long Walk Tulane Article Ruby Bridges—myNewOrleans.com Knocking Down Fences—A Civil Rights Unit for 3rd Grade Ruby Bridges Play Making a Difference Lesson---Lesson on We All Have Rights</p>
Civil Rights Movement Ruby Bridges	<p>Skill: Story Structure Strategy: Monitor/Clarify Genre: Realistic Fiction/Poetry Writing: Informative Opinion</p>	
Writing:	Vocabulary :	
Use story web to write a story about Ruby Bridges. Retell the story of Ruby Bridges including elements of empathy and courage. Ruby Bridges was/was not courageous. Support your opinion with evidence from book.	<p>Mob courageous judge federal marshal segregation empathy Equality patient peaceful Hopeful</p>	
ASSESSMENT:		
Story Web---Ruby Bridges (Taken from Ruby Bridges' Lesson Plan)		
MINILESSON Story Structure Ruby Bridges Story		

<p>Dedication Page: Ruby's mother says "<i>Our Ruby taught us all a lot. She became someone who helped change our country. She was part of history.</i>" At the end of the lesson students should be able to discuss and explain what her mother meant by these statements.</p> <p>Optional Assessment: Students will compose a letter to one of the people discussed and learned about over the past lessons. They will write to thank the person for their contributions to the community, tell why those contributions are important, and how the person or the contributions have helped shaped our community. How one little person can make a difference. RAFT: Role: Student Audience: Person Who Contributed to Society Format: Person Letter Topic: Thanking them for the contributions they've made.</p>	<p>using the Workshop Model—This lesson builds on the Ruby Bridges Story Ruby Bridges Pictures/Photographs Ruby Bridges Quizlet Flash Card—Retelling the Story http://quizlet.com/10638579/ruby-bridges-flash-cards/ http://www.youtube.com/watch?v=5blbbVWrg18 Story of Ruby Bridges Video Clip Done by Student Word Wall Activity Notes: Download Lesson 21 to desktop for easy access to daily lessons and all resource links.</p>
STANDARDS	
<p>Social Studies C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity) H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, Cesar Chavez) H.6.3.7 Analyze a timeline that illustrates selected historical events. H.6.3.8 Compare artifacts from events in various periods of history.</p> <p>Common Core: Reading CC3RL1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC3RL2 Recount stories, including fables, folktales, & myths from diverse cultures; determine the central message, lesson, or moral & explain how it is conveyed through key details in the text. CC3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events. CC3RL5 Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, & stanza; describe how each successive part builds on earlier sections.</p> <p>Listening and Speaking CC3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics & texts, building on others' ideas & expressing their own clearly.</p> <p>Writing CC3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	

3 rd grade: Aligned with Literacy Lesson 22		
Week		Activities/Materials/Resources
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		
Essential Questions What is worth standing up for? How does conflict lead to change? Can one person make a difference? Guiding Question: 1. What qualifies as making a difference? 2. What were challenges faced by Melba Pattillo? 3. How can you personally make a difference? In your family? In your friendships? In your school? In your community?		Weekly Correlated Lessons: CLLG MINILESSON Compare and Contrast p. 82 <u>Detailed Description of Lesson 22</u> (All links to resources and day by day lesson plan format provided) Continue discussing segregation in schools using the following lesson plan: <u>http://www.educationworld.com/a_lesson/03/lp297-05.shtml</u> Use this lesson to introduce students to Melba Pattillo, one of the “Little Rock Nine” students. Use this link to tell her story: <u>http://teacher.scholastic.com/barrier/hwyf/mpbstory/index.htm</u> After reading Melba Pattillo’s story, use the Compare and Contrast mini-lesson in CLLG page 82 to help students see the similarities and differences between Ruby Bridges and Melba Pattillo. <u>Defenders of Justice Lesson</u> ---Teaching Tolerance Lesson <u>Defender of Justice Cube</u> What Can One Little Person Do Sing Along <u>http://www.youtube.com/watch?v=uh0gAO09zOc</u> <u>Song Lyrics What Can One Little Person Do</u> Notes:
Social Studies Focus :	Literacy Focus:	
Making a Difference Melba Pattillo	Skill: Compare & Contrast Strategy: Visualize Writing: Informative: Opinion	
Writing:	Vocabulary :	
_____ was the greatest Defender of Justice. Choose one person that you have studied over the last few weeks and write about why you think they were the greatest Defender of Justice.	Mob courageous judge federal marshal segregation empathy Equality patient peaceful Hopeful justice	
ASSESSMENT:		
Create a collage of pictures and student created text about a character you have studies over the last few weeks that made a difference. One Little Person can/cannot make a difference. Support your opinion with facts from what you have learned.		

<p>Compare/contrast the school experiences of Ruby Bridges and Melba Pattillo.</p> <p>Defenders of Justice Lesson---Cube</p> <p>See Defender of Justice Lesson for Guidelines</p>	
STANDARDS	
<p>Social Studies</p> <p>C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)</p> <p>H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, Cesar Chavez)</p> <p>H.6.3.7 Analyze a timeline that illustrates selected historical events.</p> <p>H.6.3.8 Compare artifacts from events in various periods of history.</p> <p>Common Core:</p> <p>Reading</p> <p>CC3RL1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC3RL2 Recount stories, including fables, folktales, & myths from diverse cultures; determine the central message, lesson, or moral & explain how it is conveyed through key details in the text. CC3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.</p> <p>CC3RL5 Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, & stanza; describe how each successive part builds on earlier sections.</p> <p>Listening and Speaking</p> <p>CC3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics & texts, building on others' ideas & expressing their own clearly.</p> <p>Writing</p> <p>CC3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	

3 rd grade: Aligned with Literacy Lesson 23 (Two Weeks)		
Week Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Essential Question: What makes the Americas unique? General Question: Where is our place in the world? Guiding Question:		Weekly Correlated Lessons: CLLG MINILESSON Sequence of Events p. 84 The Journey of Oliver K. Woodman Student Book Lesson 23 Resources – SS Text P. 114 (in the front of the book) – use to review geographical terms SS Text PP. 82 -87 “Our Location” Trace the route of Oliver K. Woodman on a map of the United States. SS Text PP. 90-95--Our Country’s Geography (Use to identify land and water geographical features that Oliver K. Woodman may have encountered in his travels.) SS Text PP. 88 – 89 “Use Latitude and Longitude” Notes: Use this lesson to introduce new unit and to complete activities for Conflicts in History unit. There are two weeks to do this lesson.
Social Studies Focus :	Literacy Focus:	
Geography	Skill: Sequence of Events Strategy: Analyze/Evaluate Text & Graphic Features: Timelines Writing: Informative: Opinion Editing, Revising, & Publishing	
Writing:	Vocabulary :	
Imagine that you are Oliver K. Woodman. Write a journey entry about how you ended up in the middle of New Mexico. What happened there?	region landform map physical feature border mountain latitude mountain range longitude plateau	
ASSESSMENT:		
Use a political map of the United States to trace the route of Oliver K. Woodman.		
STANDARDS		
Social Studies G.1.3.1: Define <i>absolute location</i> G.1.3.2: Name and locate the states that border Arkansas G.1.3.4: Identify on which continent and in which <i>hemispheres</i> the United States is located G.1.3.11: Explain the purpose of a <i>physical map</i> G.1.3.12: Utilize the map <i>legend/key</i> to interpret <i>physical maps</i>		

Common Core:

CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC3SL1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC3SL1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC3SL1c Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

CC3SL2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

Writing:

CC3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CC3W1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.